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ABSTRACT

In order to overcome the educational deficit of children of low income families provisions were planned for the establishment of libraries staffed full time with a librarian-aide in each of seven elementary schools, having a total project enrollment of 5,713. In addition to the usual printed material the libraries were to have audiovisual equipment and material for individual student use in the library. The library was to be open longer than the regular school day. This program was successfully inaugurated in three of the seven project schools. Pupil response indicates a positive attitude toward the program although the lack of audiovisual equipment and material prevented the full implementation of the program. The short period of operation of the project seriously limited the ability to obtain reliable data on changes in pupil and staff behavior. The lack of a control group is a limitation of the research design which limits interpretation of the data. However, information was obtained which will serve as a base line for the continuing evaluation of the project during subsequent semesters. (Author/NH)

ED 065151

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MILWAUKEE PUBLIC SCHOOLS

Division of Curriculum and Instruction

LIBRARY SERVICES FOR ELEMENTARY SCHOOLS IN AREAS OF HIGH CONCENTRATION OF PUPILS FROM LOW INCOME FAMILIES

JANUARY 31, 1968 - JUNE 17, 1968

PROGRAM EVALUATION

conducted by

DEPARTMENT OF PSYCHOLOGICAL SERVICES AND EDUCATIONAL RESEARCH

in conjunction with

DEPARTMENT OF INSTRUCTIONAL RESOURCES

FUNDED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

: LI 003 772

1

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
Purpose	1
Significance of the Project	1
OBJECTIVES	2
PROJECT POPULATION	2
THE PROGRAM AND PROCEDURES	3
EVALUATION PROCEDURES	5
Evaluation Design	5
Evaluation Instruments	5
RESULTS	6
Circulation and Attendance	6
Student Questionnaire and Attitude Scale	6
Orientation Meeting	14
SUMMARY	15
APPENDIX A Equipment List for One School	17
APPENDIX B Circulation and Attendance Report Form	18
APPENDIX C Pupil Questionnaire and Attitude Scale	19
APPENDIX D Librarian Aide Questionnaire	22
APPENDIX E Classroom Teacher Questionnaire	23
APPENDIX F Principal Rating Form	24
APPENDIX G Orientation Meeting Rating Form	26
APPENDIX H Weekly Circulation and Attendance Table	27

INTRODUCTION

Purpose

The purpose of this project is to help the children in these schools overcome the deficiencies of their experiental background by providing, through the establishment and expansion of elementary school libraries, (a) a convenient and inviting place to study during and outside of regular school hours, (b) readily accessible printed and audio-visual material and (c) a librarian aide trained at the sub-professional level to assist, encourage and stimulate the pupil in the selection and use of material.

Significance of the Project

It is generally accepted by educators that an adequate library program is an essential extension of the classroom. Such a library program includes making accessible to all pupils a wide variety of resources from which they can learn. These include books, magazines, pamphlets, records, filmstrips, pictures, programmed learning materials, other audio-visual, and printed resources. It is also a service which helps pupils develop the skills and techniques necessary for learning from these resources. It is recognized that pupils at an early age need the regular experience of working and studying in a library. Work habits developed in this environment are necessary for continuing success in education.

This type of service is particularly important in areas of high concentration of pupils from low income families. It is recognized that many of these pupils lack a home environment conducive to the promotion of proper study habits.

An inadequate environment and experiential deficit result in an educational disadvantage for the child in not being able to take advantage of an educational system which is heavily oriented toward oral and written communication.

Where these children lack these kinds of facilities and materials it becomes, in part, the obligation of the school to help provide these facilities so as to overcome the educational disadvantage which is characteristic of these children. One of the feasible ways in which this can be done is in providing adequate library centers in the schools, available both during the school day and beyond it.

These library centers need to provide experiences in oral, written and visual communication designed to overcome the educational disadvantages that these children have.

OBJECTIVES

The general objective of the program is to compensate for the inadequate home-study environment of these educationally deprived children by providing more abundant and more accessible printed and audio-visual learning material, together with facilities for their use. More specifically the objectives are:

a. To increase pupil use of the library both during and outside of regular school hours.

b. To increase pupil use of study and recreational material in the library, both printed material and audio-visual.

c. To increase the use of library material by the teacher in the classroom.

d. To improve pupil attitude toward oral and written communication, specifically reading and writing.

PROJECT POPULATION

The project was scheduled to operate in seven elementary schools during the spring semester of the 1965-66 school year. Three of these schools had rooms in the building which had been designated as libraries but there had been no provision for personnel to staff them. The schools and student population are

shown in Table 1. Four of the schools had rooms available for a library but the shelving and furniture had to be ordered and installed.

Table 1 SCHOOL AND PUPIL POPULATION IN THE PROJECT

School	Has the School Had a Library Room	Date on Which Librarian Aide Was Hired	Date Library Opened for Operation	School Enrollment
Dover	yes	April 7 (2-part time)	April 7	590
La Follette	no	none		984
Mitchell	yes	March 30	March 30	835
Mound	no	April 18		478
Palmer	no	none		1205
Story	no	April 7		624
27th Street	yes	March 29 (2-part time)	March 29	999
				5715

It can be seen from the dates in Table 1 that the project did not begin early in the semester in any school and that it did not begin at all in some.

THE PROGRAM AND PROCEDURES

Organization

Each of the seven libraries was to be staffed with a full-time library aide who was to be trained by a library supervising teacher. These were to be Civil Service personnel and selected from their rolls. These were not available as needed and paid volunteers were substituted for them in the three schools which had established library rooms. In addition to the usual library materials each

library center was to have several filmstrip previewers and record players, together with a collection of materials for use in the library by individuals. Filmstrip previewers and record players were to be placed in each classroom for group use. School staff personnel were to be trained in the use of this equipment by two supervising teachers who are audio-visual specialists. Much of this equipment was not available until late in the semester or not at all. Thus it was not possible to implement and carry out the program as planned. The libraries were to be open after school hours for pupil use not only as a resource center but also as a place to study. A list of equipment which was ordered for one school is included as Appendix A, as an example.

The librarian aides are responsible for care of the material and equipment, including the clerical work involved in cataloging and processing of the printed and audio-visual material. They assist pupils to find material and to become familiar with the use of the library. They also assist teachers by providing materials and bibliographies for classroom instruction. They supervise pupils in the library who may come in during school time, individually or in small groups. The aides assist the classroom teacher when a class group is brought into the library.

An in-service workshop for all teachers, principals and school clerical personnel was held in April. Teachers and clerical persons were paid for this four-hour meeting. Principals were not. The purpose of the workshop was a general orientation on the possibilities of the elementary school library as a teaching material resource center. Another two-day workshop will be conducted in later summer for orientation and training of school personnel in the use of audio-visual equipment and materials. In-service training of teachers and other school personnel will be the ongoing function of supervising teachers.

EVALUATION PROCEDURES

Evaluation Design

Since an increase of the use of library facilities, equipment and material by pupils and teachers was an objective of the project, data on circulation and attendance in the libraries became important. This aspect of data reporting will be descriptive in nature. These data, of course, were obtained only after the inauguration of the program within the school when the librarian aide began work.

An orginally planned pre-post data collection procedure for obtaining data on pupil attitudes could not be implemented because of the delay and irregularity in obtaining both the librarian aides and in procuring material and equipment. Perhaps the major value of the data which was obtained will be to serve as base line data in the continuing evaluation of the project during subsequent semesters.

Evaluation Instruments

Circulation and attendance data describing library activities were collected usihg a form which is shown in Appendix B.

A pupil questionnaire and attitude survey was used to obtain information on their library activity and their attitude toward oral and written communication, especially in classroom activity. This is shown in Appendix C. This attitude instrument was administered in the classroom by research personnel. This instrument was developed specifically to elicit pupil responses that were related to the objectives of the library project.

A questionnaire was used to obtain information from the librarian aide. She was asked to describe her activity and her perception of what services she offered to pupils and the school staff. This is shown in Appendix D.

The classroom teacher was asked her opinion of the effect of the program. Her response was obtained by means of a questionnaire which is shown as Appendix E. The principals also were asked their opinion. A rating scale which

included all Title I projects in his school was used and has been included as Appendix F.

The effect of an evening orientation meeting of teachers and principals on their attitudes toward the library project was assessed using a one-paper rating scale shown as Appendix G.

RESULTS

Circulation and Attendance

A weekly report on circulation and attendance in the three schools which had established libraries is shown in Table 2 which follows. Since there was a period of organization and processing by the librarian aide at the beginning and a usual lull in library activity at the end of the semester, the short duration of time does not allow for the firm establishment of circulation and attendance patterns in which change could be noted. It may be more important that a beginning was made and that reported plans by school personnel anticipate a higher level of activity next year. For example, a new schedule of working with class groups in the library, which was instituted in one school, represents an eighty-six percent increase over what had been possible during the similar period a year ago. A more detailed table which shows the weekly circulation and attendance for each separate school is shown in Appendix H. This should be useful as base line comparison data in the evaluation of the project next year.

Student Questionnaire and Attitude Scale

The student questionnaire and attitude scale, Appendix B, was given to randomly selected fifth and sixth grade classes in schools in the project, whether-or-not the library had been established. The data are reported separately for schools having a library and those which do not. The questionnaire items were tabulated separately for each grade and for those schools which had libraries and those which did not. Some questionnaire items were not appropriate for pupils in those schools which did not have libraries. The attitude scale was given to all students in the selected classes.

Table 2

A SIX-WEEK CIRCULATION AND ATTENDANCE REPORT OF THE THREE ELEMENTARY SCHOOLS HAVING ESTABLISHED LIBRARIES

ITEM	Week of 5/2-5/6	Week of 5/9-5/13	Week of 5/16-5/20	Week of 5/23-5/27	Week of 5/31- 6/3	Week of 6/6-6/10	Six-Week Totals	Weekly Mean
CIRCULATION								
Books	900	1019	703	815	841	484	4777	796
Magazines	3	2					5	.83
Pamphlets	13	16				1	34	6
Film Strips		3	2	9			14	2
Records	4						4	.67
Other			16				16	3
ATTENDANCE								
Individual Pupils	409	902	638	728	587	358	4411	735
Before School	63	80	66	42	20	36	337	56
Noon	67	116	66	110	110	67	568	95
After School	127	132	96	64	79	73	588	98
Class Groups	22	35	15	21	16	9	132	22
SERVICE TO SCHOOL FACULTY	50	76	30	31	23	24	304	51

Student response indicates that the fifth grade and sixth grade pupils at this particular time went to the library most often with their class. The fifth grade went somewhat more often than the sixth grade but this difference could have been due to one or two classes. Outside of class time most of these students went to the library at noon.

Most of these students at both grade levels who went to the library went for personal reasons, that is, to find something they themselves wanted, to browse, or in a few cases they admitted they went because they liked the librarian aide.

More of the pupils in those schools which have libraries reported that they had a book at home than those in schools without libraries. Also more of the pupils in the library schools reported having public library cards, in fact fifty-seven percent in the fifth grade and fifteen percent in the sixth grade. These data are shown in Table 3.

When the pupils were asked how the school library helps them, the modal response of the sixth grade pupils was in terms of something for class, whether-or-not specifically assigned while the fifth grade pupils thought in terms of personal preference whether seeking information or material such as a book. The younger children seemed more inclined to browse.

The attitude scale was designed to obtain pupil reaction to school in general but also and apart from this their reaction to written and oral communication, especially in the classroom. The results were organized to show possible differences between those schools which do and do not have libraries and within the fifth and sixth grade. Data obtained on this attitude scale are shown in Table 4. It should be noted that these data compare pupil response of library and non-library schools rather than aide and non-aide schools. There are two schools who have an aide but which do not have a school library.

On many of the separate items there was little difference between the responses of the pupils in the two groups of schools, i.e., those which do and

Table 3 PUPIL QUESTIONNAIRE ON LIBRARY ACTIVITIES

N - 212 Fifth Grade, 207 Sixth Grade

Item	Response	Grade 5	Grade 6
1. *How many times did you go to the school library during the past week?		Times per Pupil	
	with class	.8	.7
	before school	.3	.05
	after school	.5	.3
	at noon	.2	.4
	total, at any time	1.7	1.5
2. *Why do you usually go to the school library?		Percent of Response	
	obtain information	35	40
	help reading	10	9
	pleasure-browsing	47	46
	other	8	5
3. Do you have a library book at home?		Percent of "Yes" Response	
	schools with a library	60	59
	schools without a library	31	40
4. Do you now have a public library card?		Percent of "Yes" Response	
	schools with a library	63	63
	schools without a library	40	55
5. *My school library helps me to:		Percent of Response	
	get information for class	37	60
	to learn things I like to know	44	26
	to have choice of books	3	6
	other	16	8

*Given only to pupils in schools having an established library.

Table 4 RESPONSE OF PUPILS ON ATTITUDE TOWARD SCHOOL AND TOWARD ORAL AND WRITTEN COMMUNICATION ACTIVITIES

Questionnaire Items	Mean Scale Scores: Schools having a Library	Schools Not having a Library
	N=87	N=120
ATTITUDE TOWARD SCHOOL IN GENERAL "How I Feel About" -		
1. School	5.3	5.3
5. My school subjects this semester	4.8	5.1
6. Myself in school	5.0	5.1
10. Being called on in my class	4.8	5.4
Means of attitude toward school items	*5.0	*5.2
ATTITUDE TOWARD ORAL AND WRITTEN COMMUNICATION ITEMS		
2. Reading	5.6	5.6
3. Reading books in the library	5.7	
4. Writing themes and stories	4.3	4.2
7. Going to the school library	6.2	
8. Going to the public library	6.1	5.5
9. Taking part in class discussion	4.7	5.2
11. Being called on to read something I have written for a class	4.6	4.5
12. Giving an oral report in class	4.9	4.5
13. Reading books at home	5.8	5.8
Means of attitude communication items	*5.3	*5.0
Means of total scale	*5.2	*5.1
14. Do you take books home to read?		
Percent of "Yes" response	82	42

* Combined Means for several items are underlined

which do not have libraries. When items pertaining to attitude toward school in general are combined, the mean for pupils in the library is 5.0 lower than the mean 5.2 for the non-library schools. When all the other items which pertain to oral and written communication are combined, the pupils in the library schools have a higher mean (5.3) than those in the non-library schools (5.0). Although the project was only in operation for part of a semester, these data suggest the trend that the pupils in those schools having a library have more positive attitudes toward school activities involving reading, writing and oral reporting than the pupils in those schools without libraries, even though the attitude of the library school pupils toward school in general is lower than the non-library school pupils.

It might also be pointed out that the indifference point on this scale is 4.0. Thus the mean reported attitude of the children in all groups is positive, sometimes strongly so.

Information and opinion was obtained from the librarian aides by use of the questionnaire, Appendix C. On this the aides indicated the relative amount of time spent on various activities. The rank order list of these is:

1	Processing
2	Assisting students in book selection (also keeping orderly behavior in library etc.)
3	Circulation (checking books in and out)
4	Shelving books and reading shelves
6	Scheduling of classes in library
6	General housekeeping (neat appearance etc.)
6	Record keeping - circulation and attendance
8	Keeping library open after school, noon, before school
9	Other
10	Supervision of library monitors
11	Inventory

These aides indicated that they feel the most important thing that they do for children is to help them become familiar with the library so that they know what is there and how to find it. The activities which they consider to be next of importance are stimulating children's interest to read and helping them to find specific material.

The thing they see as being of greatest assistance to the classroom teacher in helping the children which the teacher may send to the library. They also feel that they help the teacher by providing a place for children to study or to read when they are released by the classroom teacher.

Classroom teachers in those schools having libraries responded to a questionnaire designed to obtain their opinion on the effectiveness of the library project. A summary of the data from these is presented in Table 5. These data indicate that a majority of the teachers feel the library project has increased the outside reading of the children very much, especially in school. They are much less certain that the project has encouraged the children to write, for example, stories and reports. All of them report that they feel the project should be continued next year.

Table 5 RESPONSE OF CLASSROOM TEACHERS TO LIBRARY QUESTIONNAIRE IN THE THREE SCHOOLS WHICH HAVE ESTABLISHED LIBRARIES AND HAVE LIBRARIAN AIDES

N-12

Item	Number of Responses		
	Very Much	A Little	None
1. How much has the library project increased the outside reading your pupils have done?			
In school	9	3	
Out of school	4	8	
2. How much has the library project encouraged the children to give oral reports in class?	5	6	1
3. How much has the library project encouraged the children to write reports, stories, etc.?	3	5	4
4. How much has the library project helped you in your teaching?	9	2	1
5. Did your class use the library more often since the library aide was hired?	Much more often	More often	No Differenc
	9	3	
6. Should the library project be continued next year?	Definitely yes	Probably yes	No
	12		

Principals were asked to report their opinion of the effectiveness of the library project in their school in terms of general elements of the educational effect that would be common to many of the federally funded projects. The rating form which was used for this is shown in Appendix E. Data obtained from this are shown in Table 6.

Table 6 EVALUATION OF THE EFFECTIVENESS OF THE LIBRARY PROJECT BY SCHOOL PRINCIPALS

N-3

Item	Number of Principal's Rating in each Category				
	Out-standing	Satis-factory	Unsatis-factory	No Opinion	Mean
Teaching performance in this area	1	1		1	2.5
Pupil attitudes	1	2			2.3
Personal development of pupils	2	1			2.7
Pupil-teacher relationship	1	1		1	2.5
Out-of-school activities	2	1			2.7
Curriculum materials	2	1			2.7
Supervision	3				3.0
TOTALS	12	7		2	2.63

At least one principal rated the program as outstanding in each area and they were unanimous on this rating of supervision. The overall rating of 2.63 could probably be described as very satisfactory. This is especially noteworthy in view of difficulties encountered in obtaining personnel, equipment and material The principals' reaction seems to reflect not only the satisfaction with accomplishments during the past semester but also the high expectations of the project in the coming school year.

Orientation Meeting

A four-hour orientation meeting on the Library Project and the use of the library as a teaching material resource center was conducted by the Department of Instructional Resources for teachers and principals in the Library Project schools. The effectiveness of this meeting was evaluated using the attitude rating scale shown in Appendix F in a pretest and post-test situation. This scale was designed to measure attitude toward some of the library project activities. The scale was initially given by a research person at the beginning of the meeting before any introduction to the program of the evening. It was again given after the close of the meeting. The indifference point on this scale is 4.0. The data shown in Table 7 even though the attitudes of both principals and teachers were initially positive, they became even more positive immediately after the meeting and presumably as a result of it.

Table 7 RESULTS OF ADMINISTERING AN ATTITUDE SCALE BEFORE AND IMMEDIATELY AFTER AN ORIENTATION MEETING OF PRINCIPALS AND TEACHERS

		N	Attitude Scale Items					Totals
			1	2	3	4	5	
Teachers	Post	138	5.78	5.70	5.44	5.85	5.88	5.73
	Pre	133	5.50	5.13	5.29	5.49	5.47	5.37
	Diff.	5	.28	.57	.15	.36	.41	.36
Principals	Post	5	7.00	6.60	6.40	6.60	6.80	6.68
	Pre	8	6.50	5.63	6.00	6.38	6.75	6.20
	Diff.	-3	.50	.97	.40	.22	.05	.48

SUMMARY

In order to overcome educational deficit of children of low income families provisions were planned for the establishment of libraries staffed full time with a librarian-aide in each of seven elementary schools, having a total project enrollment of 5713. These libraries were to have, in addition to the usual printed material, audio-visual equipment and material for individual student use in the library. The library was to be open for study by pupils at times in addition to the regular school day.

Accomplishments of the Program

This program was successfully inaugurated in three of the seven project schools in spite of considerable difficulty in obtaining personnel, equipment, facilities and instructional material.

Pupil response indicates a positive attitude toward the program both from the standpoint of classroom activities and library activities. The pupils in the schools which have libraries take books home more often to read and have more positive attitudes toward classroom activity related to oral and written communication than the pupils do in those schools in the project in which libraries were not yet established.

Information was obtained which will serve as base line data for the continuing evaluation of the project during subsequent semesters.

Limitations of the Program

Shortages in personnel, facilities, equipment and material delayed the beginning of the project in all schools and in four out of the seven schools it was not possible to establish the library by the end of the semester.

The lack of audio-visual equipment and material in three schools in which a library was established prevented the full implementation of the program as planned.

Limitations of the Evaluation

The relatively short period of time during which the project operated seriously limited the possibility of obtaining reliable data on changes in pupil and staff behavior, and lasting changes in patterns of pupil and staff activity.

The lack of a control group is a limitation of the research design which limits interpretation of data.

LAFOLLETTE ELEMENTARY SCHOOL
LIBRARY FURNITURE AND EQUIPMENT
TITLE I, ESEA

The library will be located on the fourth floor, accessible to the intermediate grade classrooms.

The following items of equipment and furniture will be necessary for effective furnishing of the library center at the above school.

Shelving

20 sections, single-faced, adjustable, 5 shelves high
14 sections, single-faced, adjustable, 3 shelves high
8 sections, double-faced, adjustable, 3 shelves high
Installation of shelving to be included

Furniture

7 tables, 27" high, intermediate
40 chairs, 16" high, intermediate
5 tables, 25" high, primary
30 chairs, 15" high, primary
1 card catalog - 30 trays
1 book cart, metal, six shelves
1 desk, teachers
1 chair, teachers
1 table, typing
1 chair, secretary (posture)
2 tables, (filmstrip viewers and record players)
1 filing cabinet, legal size
1 dictionary stand, metal
1 magazine rack, metal
1 step-stool, safety-step
1 double charging tray
1 wardrobe cupboard
1 storage cupboard for supplies
1 typewriter
2 bulletin boards 4 x 6 at entrance

Supply list will be sent to each school.

APPENDIX B

SCHOOL LIBRARY SERVICES
CIRCULATION AND ATTENDANCE

School _____

Week of _____

Library Aide _____

	USED IN LIBRARY						CIRCULATED						ATTENDANCE																	
													Classes						INDIVIDUAL											
																			Before School						Noon				After School					
	M	T	W	Th	F	T	M	T	W	Th	F	T	M	T	W	Th	F	T	M	T	W	Th	F	T	M	T	W	Th	F	T	M	T	W	Th	F	T
PRINTED MATERIAL																																				
Books																																				
Magazines																																				
Other																																				
Other																																				
AUDIO VISUAL																																				
Filmstrips																																				
Records																																				
Other																																				
Other																																				

STUDENT QUESTIONNAIRE
MILWAUKEE PUBLIC SCHOOLS
LIBRARY SERVICES

School_____ Class_____

Grade in School_____

To the Student:

We would like you to help us by sharing some information and your feelings with us. Your answers will not affect your grades, for we do not ask you to put your name on the paper. Please look at each question and give us your best answer.

1. How many times did you go to the school library during the past week?

☐ with your class ☐ before school ☐ after school ☐ at noon

2. Why do you usually go to the school library? Please list 1, 2, or 3 reasons in order of importance to you--the most important first.

1. _____

2. _____

3. _____

3. Do you now have a library book at home? ☐ Yes ☐ No

4. Do you now have a public library card? ☐ Yes ☐ No

5. Please complete the following sentences:

(a) My school library helps me to _____

_____

_____

(b) I wish our school library_____

_____

_____

(c) I like the school library mostly because_____

_____

_____

MILWAUKEE PUBLIC SCHOOLS

School_____ Date_____

Class_____

HOW I FEEL ABOUT:

1. SCHOOL

Very bad ____ ____ ____ ____ ____ ____ ____ Very good

2. READING

Very good ____ ____ ____ ____ ____ ____ ____ Very bad

3. READING BOOKS IN THE LIBRARY

Very good ____ ____ ____ ____ ____ ____ ____ Very bad

4. WRITING THEMES AND STORIES

Very bad ____ ____ ____ ____ ____ ____ ____ Very good

5. MY SCHOOL SUBJECTS THIS SEMESTER

Very bad ____ ____ ____ ____ ____ ____ ____ Very good

6. MYSELF IN SCHOOL

Very good ____ ____ ____ ____ ____ ____ ____ Very bad

7. GOING TO THE SCHOOL LIBRARY

Very good ____ ____ ____ ____ ____ ____ ____ Very bad

MILWAUKEE PUBLIC SCHOOLS

8. GOING TO THE PUBLIC LIBRARY

Very bad _____ _____ _____ _____ _____ _____ _____ Very good

9. TAKING PART IN CLASS DISCUSSION

Very good _____ _____ _____ _____ _____ _____ _____ Very bad

10. BEING CALLED ON IN MY CLASS

Very bad _____ _____ _____ _____ _____ _____ _____ Very good

11. BEING CALLED ON TO READ SOMETHING I HAVE <u>WRITTEN</u> FOR A CLASS

Very bad _____ _____ _____ _____ _____ _____ _____ Very good

12. GIVING AN ORAL REPORT IN CLASS

Very good _____ _____ _____ _____ _____ _____ _____ Very bad

13. READING BOOKS AT HOME

Very bad _____ _____ _____ _____ _____ _____ _____ Very good

14. Do you take library books home to read?

☐ Yes ☐ No

APPENDIX D

MILWAUKEE PUBLIC SCHOOLS
Division of Curriculum and Instruction
ESEA School Library Project

LIBRARY AIDE QUESTIONNAIRE

Name_____ School_____

Date started_____ School enrollment_____

Number of weeks worked_____

1. Weekly schedule:

	From	To	Number of hours
Monday	_____	_____	_____
Tuesday	_____	_____	_____
Wednesday	_____	_____	_____
Thursday	_____	_____	_____
Friday	_____	_____	_____

2. What do you think is the most important thing you do for children?

_____

_____

3. What do you think is the most important thing you do for teachers?

_____

_____

4. Place a number in front of each item to show the rank order of the time actually spent on these items. Thus, a (1) would be in front of the item on which most time was spent, a (2) in front of the next important, and so on.

Rank Order at present		Rank Order of Ideal Time Allotment (see below)
_____	Processing	_____
_____	Circulation (checking out books, checking in books)	_____
_____	Supervision of library monitors	_____
_____	Scheduling of classes in library	_____
_____	General housekeeping (neat appearance, etc.)	_____
_____	Assisting students in book selection (also keeping orderly behavior in library, etc.)	_____
_____	Shelving books & reading shelves	_____
_____	Record keeping--circulation & attendance	_____
_____	Keeping library open after school, noon, before school	_____
_____	Inventory	_____
_____	Other_____	_____
_____	Other_____	_____

5. Consider again this list of activities, but this time in terms of the amount of time you think should ideally be spent on each in your school. Place these numbers to the right of the items listed.

APPENDIX E

MILWAUKEE PUBLIC SCHOOLS
Division of Curriculum and Instruction
ESEA Elementary Library Project

TEACHER QUESTIONNAIRE Grade _____

1. How much as the Library Project increased the outside reading your pupils have done?

a. In school

Very much	A Little	None

b. Out of school

Very much	A Little	None

2. How much has the Library Project encouraged the children to give oral reports in class?

Very much	A Little	None

3. How much has the Library Project encouraged the children to write reports, stories, etc.?

Very much	A Little	None

4. How much has the Library Project helped you in your teaching?

Very much	A Little	None

If it helped, in what area did it help most? _____

5. Did your class use the library more often since the Library Aide was hired?

Much more often	More often	No difference

6. Should the Library Project be continued next year?

Definitely yes	Probably yes	No

Appendix F

MILWAUKEE PUBLIC SCHOOLS
Division of Curriculum and Instruction

June 2, 1966

MEMORANDUM - Principals' Reaction Form for ESEA Projects

To:

From: Educational Research

The purpose of this memorandum is to ask you, as a school principal, to share with us your opinion of ESEA projects which have operated this semester in your school. The ESEA projects are those which are funded under the Elementary and Secondary Education Act.

Completing a questionnaire on each project in each school would be a formidable task. In order to obtain your judgment as accurately and efficiently as possible, we have prepared a single chart which includes all the projects and objectives. We hope you will find it comprehensive and convenient.

This information will be supplementary to that provided by other data collecting procedures. For example, pupil achievement is not included in this list of objectives because other methods will be used to assess pupil achievement.

On the attached chart, we have listed the titles of the ESEA projects. On the left-hand side of the page you will find a listing of objectives (aims or goals) that are common to several of the projects. Cells within certain rows and columns of the chart are circled in red to indicate that these specific objectives apply to a given project in your school. Using the key shown below, please place a rating within each circled cell.

Please return this form in the enclosed self-addressed envelope by June 15, 1966. If you have any questions, call John Belton, Supervisor of Educational Research, 476-3670, Extension 394.

Use the ratings as follows:

RATING KEY

3. Project fulfilled this objective to an outstanding degree

2. Project satisfactorily reached this objective

1. Project was unsatisfactory in reaching this objective

0. I have no opinion

School_____

Key:

3 = Outstanding
2 = Satisfactory
1 = Unsatisfactory
0 = No Opinion

Category	As a result of this project, there has been improvement in:	SAMPLE: Lower Pupil-Teacher Ratio Project No. XX	E-1 School Library Services	E-2 Expanded Reading Center Services	E-4 Additional Non-teaching Vice-Principals	E-5 Special Physical Education Teacher Program	E-6 Art Experience Program	E-7 Music Experience Program	E-8 Speech & Language Skills Building Program	E-10 Outdoor Education	SS-1 Expansion of Psychological Services
		OBJECTIVES (AIMS OR GOALS OF E.S.E.A. PROJECTS)									
A.	Teaching-Learning Environment	(2)									
B.	Teaching Performance in This Area										
C.	Pupil Attitude	(1)									
D.	Personal Development of Pupil	(0)									
E.	Pupil-Teacher Relationship	(3)									
F.	Home-School Relations										
G.	Out-of-School Activities										
H.	Curriculum Materials										
I.	Teacher Morale	(3)									
J.	Supervision										

5/66

ORIENTATION MEETING RATING FORM

Date: _____

To the Teacher:

Please place a check on one of the short lines of the scale below each statement which best describes your feeling at this time about the statement. Please be sure to put the check <u>on</u> one of the lines, not between them.

<u>Sample</u>:

School is

Extremely valuable	___	___	___	X	___	___	___	Of no value

1. The services of the Department of Instructional Resources are:

Extremely valuable	___	___	___	___	___	___	___	Of no value

2. The library project is

Of no value	___	___	___	___	___	___	___	Extremely valuable

3. The use of instructional materials by individual pupils in the library is

Extremely valuable	___	___	___	___	___	___	___	Of no value

4. The use of materials of the Center for instruction in the classroom is

Extremely valuable	___	___	___	___	___	___	___	Of no value

5. The services that can be furnished by a full-time library aide are

Of no value	___	___	___	___	___	___	___	Extremely valuable

Grade you usually teach _____ Number of years teaching experience _____

STAFF ASSIGNMENT: ☐ Teacher
☐ Principal

☐ _____

APPENDIX H

WEEKLY CIRCULATION AND ATTENDANCE REPORT OF THOSE ELEMENTARY SCHOOLS HAVING ESTABLISHED LIBRARIANS

Schools: A. Dover Street
B. Alexander Mitchell
C. Twenty-seventh Street

Item	Week of 4/25 - 4/29			Week of 5/2 - 5/6			Week of 5/9 - 5/13			Week of 5/16 - 5/20			Week of 5/23 - 5/27		
	Schools			Schools			Schools			Schools			Schools		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
CIRCULATION															
Books	---	---	---	189	391	320	200	409	410	164	393	146	279	351	185
Magazines	---	---	---	---	---	3	---	2	---	---	---	---	---	---	---
Pamphlets	---	---	---	---	---	13	---	---	16	---	---	---	---	---	---
Film Strips	---	---	---	---	---	---	3	---	---	2	---	---	9	---	---
Records	---	---	---	---	---	4	---	---	---	---	---	---	---	---	---
Other	---	---	---	---	---	---	---	---	---	---	-16	---	---	---	---
ATTENDANCE															
Individual Pupils	---	369	---	---	---	409	---	249	653	159	231	248	213	255	260
Before School	---	---	---	---	16	47	---	17	63	---	41	25	8	9	25
Noon	---	---	---	40	---	27	75	---	41	27*	21	18	84*	6	20
After School	---	---	---	58	47	22	62	36	34	23	48	25	40	8	16
Class Groups	---	6	---	5	6	11	6	8	21	5	6	4	7	8	6
SERVICE TO SCHOOL FACULTY	---	70	---	---	50	---	---	76	---	---	30	---	---	31	---

* Noon - 3:15 P.M.

APPENDIX H

WEEKLY CIRCULATION AND ATTENDANCE REPORT OF THOSE ELEMENTARY SCHOOLS HAVING ESTABLISHED LIBRARIANS

Schools: A. Dover Street
B. Alexander Mitchell
C. Twenty-seventh Street

Item	Week of 5/31 - 6/3			Week of 6/6 - 6/10			Week of 6/13 - 6/17			Totals			TOTAL
	Schools A	B	C	A	B	C	A	B	C	A	B	C	A+B+C
CIRCULATION													
Books	256	352	233	104	172	208	---	---	15	1192	2068	1517	4777
Magazines	---	---	---	---	---	---	---	---	---	---	2	3	5
Pamphlets	---	---	---	---	---	1	---	---	4	---	---	34	34
Film Strips	---	---	---	---	---	---	---	---	---	14	---	---	14
Records	---	---	---	---	---	---	---	---	---	---	---	4	4
Other	---	---	---	---	---	---	---	---	---	---	16	---	16
ATTENDANCE													
Individual Pupils	66	173	348	34	---	324	---	296	124	472	1573	2366	4411
Before School	---	---	20	---	11	25	---	---	30	8	94	235	337
Noon	51	16	43	38	---	29	---	---	32	315	43	210	568
After School	44	---	35	45	---	28	---	---	17	272	139	177	588
Class Groups	2	6	8	1	2	6	---	8	---	26	50	56	132
SERVICE TO SCHOOL FACULTY	---	23	---	---	24	---	---	---	---	---	304	---	304

* Noon - 3:15 P.M.